

Working for Wildlife: Using Partners and Volunteers



For use with: *Arizona Wildlife Views Television Show, 07-08 Season, Episode 5*

Human-Environment Interactions; Habitat Restoration

Time Frame: 2-3 hours

Grade: 4-8

Overview:

This video covers three projects with which the Arizona Game and Fish Department was recently involved. All three showcase the importance of partnerships or volunteers to complete a goal. Students will think about what is involved in recruiting volunteers for a project by developing an advertisement.

Essential Questions

- How do biologists manage wildlife populations?
- How can human activities benefit and harm wildlife?

Objectives

- Explain the importance of partnerships.
- Use a computer to develop an advertisement to recruit volunteers to help with a river cleanup.

Arizona Department of Education Standards

Science

4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
S3-C1-PO1	S3-C1-PO3	S2-C1-PO4	S2-C1-PO4	S3-C2-PO2
S3-C2-PO2		S3-C2-PO2	S3-C2-PO2	

Technology

4 th – 8 th grades	
3T-E1-PO2	4T-E2-PO1
3T-E3-PO1	

Materials and Resources

- Copy of Arizona Wildlife Views episode



Teacher Preparation

- Acquire a copy of the television show. You can check local listings to determine when it will air and record it directly. You may also check the Department's web site to see if a copy can be downloaded or ordered.
- Write the vocabulary words and questions on the board.

Background Information:

This is not a lesson plan in the traditional sense. It does not provide step-by-step directions for completing an activity. Instead, it provides information to help you use an episode of the *Arizona Wildlife Views* television program in your classroom. It contains four suggested activities along with extensions and modifications. The first activity focuses on vocabulary. We have provided and defined some of the words used in the video. You are encouraged to use any appropriate strategies to introduce these to your students. Then, there is

a series of comprehension questions that students can answer while watching the video. Answers (directly from the video) are provided in italics. Next, the critical thinking questions build on the major concepts introduced in the video. Students need to put a little bit more thought into these questions. Some reasonable answers are provided in italics. However, teachers should be cautious and realize that students may provide additional answers that can be supported with evidence. Finally, there is an in-depth activity. This activity allows students to evaluate and synthesize one or

more of the concepts from the video, perhaps applying it to a new context or utilizing additional skills.

This episode originally aired on PBS (KAET Channel 8) in Phoenix on February 17, 2008. It may also be shown on regional PBS stations or other channels. For additional viewing information or download options, please visit <http://www.azgfd.gov/focuswild>.

Additional information about the topics featured in this episode can be found at:

- ✓ Turkey: http://www.azgfd.gov/h_f/game_turkey.shtml
- ✓ Fossil Creek news release: http://www.azgfd.gov/artman/publish/article_332.shtml
- ✓ Childs-Irving Decommissioning Information: <http://www.aps.com/aps/CI/Default.html>
- ✓ River Reborn: <http://www.mpcer.nau.edu/riverreborn/>
- ✓ AZ Game and Fish Volunteer Program: http://www.azgfd.gov/inside_azgfd/volunteer.shtml
- ✓ Adobe Mountain Wildlife Center: http://www.azgfd.gov/i_e/adobe_mtn.shtml
- ✓ Teaming with Wildlife: http://www.azgfd.gov/w_c/teaming_with_wildlife.shtml

Relevant Vocabulary:

- Partnership – two or more individuals or groups working together for one goal
- Rehabilitate – to bring back to a healthy or good condition
- Translocation – moving an animal from one area to another area
- Transmitter – an electronic device that sends out radio signals
- Travertine – a limestone formed by mineral deposits in water

Comprehension Questions:

1. What two criteria did scientists use to determine that a turkey translocation would not impact the population? *Answer: The animals needed to come from a population that had many young born during the spring and where there is not a fall hunt.*
2. When was the first Mingus Mountain turkey release? *Answer: The 1960s.*

3. Why is Fossil Creek a rarity in Arizona? *Answer: It is a spring-fed creek that provides reliable water flow year round.*
4. When did construction on the dam at Fossil Creek begin? *Answer: 1907.*
5. How much power was the dam at Fossil Creek producing in 1999? *Answer: 4 megawatts.*
6. When was the dam officially closed and the river restored to its full flow? *Answer: June 2005.*
7. What is benefiting from the Soar for Wildlife Motorcycle Run? *Answer: The Adobe Mountain Wildlife Center which cares for and rehabilitates sick and injured wildlife.*
8. When was the Adobe Mountain Wildlife Center founded? *Answer: May 1983.*
9. How many animals are treated each year at the Wildlife Center? *Answer: Over 1,000.*
10. What happens to animals that cannot be re-released into the wild? *Answer: They are continually cared for and sometimes used in education programs.*

Critical Thinking Questions:

1. A helicopter was used to transport fish from Fossil Creek to the fisheries and back. What benefit does the helicopter provide over using a truck or other method? *Answer: The area where the fish are located is pretty remote and the roads are rough. A helicopter lowers the stress level of the fish because they will not be bumped around the back of a truck or hauled out by hand.*
2. Why are partnerships important to the Arizona Game and Fish Department? *Answer: Partnerships allow the Department to fulfill its mission to conserve, enhance, and restore Arizona's wildlife and habitat resources more effectively and efficiently. Partners can provide monetary support and volunteer help. In addition, they provide a stronger and louder voice for the wildlife to the political leaders and the general public.*

In-Depth Activity: Volunteer Recruitment

A major point presented in the video is the importance of volunteers to the Arizona Game and Fish Department. Their work is invaluable. However, volunteers do not just appear when you need them. They need to be recruited, and this is not always an easy task.

Pretend you are the volunteer coordinator for the Department. An employee has informed you that he needs help with the cleanup and restoration of a nearby stream. He wants volunteers to clean up the hundreds of pounds of trash that is at the site as well as remove some of the invasive plants that are keeping the

native species from surviving. Volunteers need to be able to hike over relatively rugged terrain, carry at least 40 pounds, and use basic tools like shovels and saws. The employee would also like the volunteers to commit to working at least one entire weekend.

What would you do? How would you try to recruit volunteers for this project? Use a computer to develop an advertisement. It can be a poster, web site, newspaper advertisement, or any other idea. Remember to consider your audience. What type of people do you think would be interested in this type of work? How would you reach those people?

Differentiated Instruction:

Extensions:

- **Geography:** The turkey were captured near Pinedale and released near Mingus Mountain. You are the scientist responsible for transporting the animals. Using a map, plan the shortest route between the two locations.
- **Mathematics:** There are 1 million watts in 1 megawatt. How many 60-watt light bulbs could the Fossil Creek dam have powered? A 13-watt compact fluorescent light bulb (CFL) produces the same amount of light as a normal 60-watt bulb. How many CFLs could the dam have powered? A kilowatt-hour (kWh) is the amount of power used per hour. Ask you parents how much your electric company charges for your power. If you ran a 60-watt light bulb for 2 hours each day for a year, how much would you pay? What if it was a CFL? (*Remember: there are 1000 watts in a kilowatt.*)

Modifications:

- Create a student handout with the vocabulary words and questions already provided.
- Provide students with the definitions and have them match them to the appropriate vocabulary words.
- Provide fill-in-the-blank responses for the Comprehension Questions, allowing students to listen for appropriate words to complete the sentences.



Reflection:

Use the space below to reflect on the success of the lesson. What worked? What didn't? These notes can be used to help the next time you teach the lesson. In addition, the Department would appreciate any feedback. Please visit <http://www.azgfd.gov/focuswild> and submit a lesson evaluation.